

THE PLAGIARISM IN THE THESES OF ENGLISH EDUCATION STUDENTS AT KABUPATEN BONE

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Abstract

The topic of this study is “Plagiarism in the Theses of English Education Students: Forms and Causes. In this study, the researcher limits the discussion by the following research questions: “what are the forms of students’ plagiarism in theses? and what are the causes that make students engage in the plagiarism?”. The objective of the study is specifically to know the forms of students’ plagiarism in theses; and to know the causes that make students engage in the plagiarism. In order to achieve the objective of this study, the researcher applied descriptive quantitative research. The population of this study was the theses of English education students that were submitted in 2011 and lecturers from two colleges. As instrument of the research, plagiarism forms according to government rule No. 17 2010 and *duplichecker* application used to investigate the first research question; and questionnaire used to investigate the second research question. The result of the study revealed that plagiarism type 1 was the dominant type occurred in students theses, followed by plagiarism type 2, 3 and 4; chapter 1 and 2 of most of the theses are the most frequent place for plagiarism types occurred; another type of plagiarism found was chained plagiarism; and the causes of students engage in plagiarism can be divided into four main causes: a) lack of knowledge in referencing and quoting; b) limited access of literature; c) attitude; and d) plagiarism is not managed yet administratively. In line with the result, the researcher suggests that plagiarism in colleges should be familiarized, socialized and actively founded; the students also should enrich the knowledge of referencing and paraphrasing; and colleges should try to organize the standard rule clearly and firmly and introduce plagiarism detectors to reduce the plagiarism action.

Keywords: *plagiarism in theses, types of plagiarism, causes of plagiarism*

Abstrak

Topik dalam penelitian adalah “Jenis dan penyebab plagiarisme pada skripsi mahasiswa pendidikan bahasa inggris. Dalam penelitian ini, peneliti membatasi pembahasan pada dua pertanyaan penelitian: 1)

apa jenis-jenis plagiarisme pada skripsi mahasiswa? dan 2) apa penyebab terjadinya tindakan plagiarisme?. Tujuan penelitian adalah untuk mengetahui jenis-jenis plagiarisme pada skripsi mahasiswa dan penyebab terjadinya tindakan plagiarisme. Untuk mencapai tujuan dalam penelitian ini, maka peneliti menerapkan metode deskriptif kuantitatif. Populasi terdiri dari skripsi mahasiswa pendidikan bahasa inggris yang diserahkan di perpustakaan pada tahun 2011 dan dosen bahasa inggris pada dua sekolah tinggi. Sebagai instrumen penelitian, jenis plagiarisme berdasarkan peraturan pemerintah No. 17 tahun 2010 dan aplikasi *duplichecker* digunakan untuk meneliti pertanyaan penelitian pertama; dan angket digunakan untuk meneliti pertanyaan penelitian kedua. Hasil penelitian menunjukkan bahwa plagiarisme jenis 1 adalah jenis plagiarisme yang dominan ditemukan pada skripsi mahasiswa, kemudian diikuti oleh plagiarisme tipe 2, 3 dan 4; jenis plagiarisme paling sering ditemukan pada bab 1 dan 2; *plagiarisme berantai* adalah plagiarisme jenis baru yang ditemukan; dan penyebab mahasiswa melakukan tindakan plagiarisme pada tesis dapat dikategorikan ke dalam empat penyebab utama: 1) kurang memahami keterampilan menulis referensi dan kutipan; 2) kurang tersedianya fasilitas untuk mengakses literature; 3) sikap atau kepribadian mahasiswa; 4) secara administratif, plagiarisme belum diatur secara tegas oleh perguruan tinggi. Sejalan dengan hasil penelitian, peneliti menyarankan bahwa plagiarisme pada perguruan tinggi seharusnya diperkenalkan, disosialisasikan dan diadakan pembimbingan khusus; untuk mahasiswa, disarankan untuk memperkaya pengetahuan dalam menulis referensi dan kutipan; dan perguruan tinggi sendiri berusaha untuk membuat aturan standar secara jelas dan tegas serta memperkenalkan aplikasi untuk mendeteksi plagiarisme dalam rangka meminimalisasi tindakan plagiarisme.

Kata kunci: *plagiarisme pada Skripsi, jenis plagiarisme, penyebab plagiarisme*

Introduction

Copycat, potluck paper, ghostwriting! These are common plagiarism among students. Plagiarism has been defined as “a form of cheating in which the students **try to pass off someone else’s work as his own**. Plagiarism or simply cheating is a mass trend in educational field today, range from secondary school till university. But this study only concern at colleges ground as a highest education level.

In our country some rules in plagiarism actually has been provided. Ethic code regulated in National Education Regulation No. 17 2010, The Letter of *Dirjen Dikti* No. 3298/D/T/99 about The Effort of Plagiarism Prevention, whereas

copyright violation regulated at Regulation No. 19 2002. Besides that, quality measurement in research and development activity determined by DP2M *Dikti* is characterized in four main indicators. Good research activity presents measurable superiority in: (i) original academic contribution that can be published in international journal; (ii) patent invention; (iii) model or engineer that can be applied for public services; and (iv) supporting capacity to the improvement of learning process quality. So plagiarism is academic dishonesty that is the sanctions are clearly outlined in higher education standard operating procedures. But it seems that this rules and determination still obeyed by most of academician because in fact plagiarism still in serious problem in academic life.

In a survey of 2.294 high schools at US, McCabe (2005, in Evering& Moorman, p. 36) found that 34% submitted as their own work text that was copied nearly word for word from written sources and that 34% copied a few sentences without citation. Humes also found that in private university, 60% students considered dishonesty as “unimportant case”. It is just a piece of percentage survey on students’ plagiarism from another country. How about in Indonesia? Although there have been some studies related to plagiarism in Indonesia, but there is no clear percentage or statistical image of students’ plagiarism level.

The critical issue for education is “the process of analyzing and synthesizing ideas, and reformulating them in writing, is seen as central to learning.” Only by ensuring that students struggle to assimilate material and develop their own voice do students go beyond surface information and develop higher order thinking skills. As Isserman (2003, in Wheeler & Anderson) notes:

“Ownership over the words you use is really at the heart of the learning process. You can read a dozen books about the cold war, but if you can’t explain what you have learned to someone else in your own words, no real learning has taken place and you will have made no progress whatsoever toward realizing the central goal of a liberal-arts education: the ability to think for yourself” (p.169).

It means that writing is a production of processing materials, formulating and developing ideas; whereas plagiarism is an instant way to produce writing. So in learning process, plagiarism interferes the creativity of the learners to optimize their ability in producing the actual learning. So, In particular, this research seeks

to answer : (1) what are the forms of students' plagiarism in theses? and (2) What are the causes that make students engage in the plagiarism?

Research Method

Population and Sample

This study applied descriptive quantitative method to investigate the research questions of the forms of plagiarism in students' theses and the causes of plagiarism. For the first research question (What are the forms of students' plagiarism in the theses?), the population was the theses of English education students that were submitted in 2011 at two colleges: College A and B. Based on the data in the libraries, there were sixty three (63) theses. While for the second research question (What are the causes that make students engage in the plagiarism?), the population were the lecturers of English department from both colleges with a population of twenty seven (27) lecturers. Based on the table and general rule of Krejcie and Morgan, the sample size for theses were 53 (because if $N = 63$ so $S = 53$) and the sample size for participants (lecturers) were 27 lecturers (because if $N = 27$ so $S = 27$) (Gay, 1987: 110-111)

Instrument of the Research

In answering the first research question, the researcher used DupliChecker application to identify the plagiarism forms and used government rules No. 17 2010 as indicators in determining the plagiarism forms. The second research question was investigated through a questionnaire survey and interview. The interview was used in this study to crosscheck and support the data from questionnaire. The questionnaire was adapted from *Lei, J., Chinese College English Teachers' Perception of Plagiarism among Chinese College EFL Learners: The Impacts of English-medium Academic Training, 2010*. The researcher added some options and item in this questionnaire, such as at item 1 section A, the researchers add some options related to some possible causes of plagiarism and add an item at section B. Then, some choices at section C were picked out to suit the research's content.

Interview was conducted to some research respondents. The overall purpose of the interview was to gather respondents' views on possible plagiarism causes. The interview included questions on respondents' views on why students

plagiarize. They were also asked for their opinions on how they think plagiarism could and should be minimized.

Results

Identification of plagiarism types in students' thesis

Plagiarism Types in Students' Thesis based on Government Rule No. 17 2010

The data in table and diagram below were obtained from the result of checking and counting the types of plagiarism found in fifty three theses of English education students from two colleges. The checking was done through two methods: (1) checking by using the application of *DupliChecker* to detect plagiarism wholly and (2) checking manually by researcher.

Table 1. Identification of Plagiarism Types in Students' Thesis According to Government Rule No.17, 2010

Plagiarism in Students' Thesis	Plagiarism Types				Total
	Type 1	Type 2	Type 3	Type 4	
Frequency	7187	37	9	0	7233
Percentage (%)	99.36%	0.51%	0.13%	0	100%

Table 1. demonstrated that there was a prominence difference among the types of plagiarism found. There were 7187 frequency or 99.36% from the total of 7233 frequency detected as plagiarism type 1 namely quote the terms, word/sentence, data/info without attributing the source adequately. Then, the percentage was strictly down to 0.51 % or 37 frequency detected as plagiarism type 2 namely quote randomly the terms, word/sentence, data/info without attributing the source adequately. Next, for plagiarism type 3, use source of idea, opinion, view/theory without attributing the source adequately, it is slightly down to 0.13% or 9 frequency. Finally, there was no plagiarism detected for type 4 namely formulate by using own words and sentence from source of word and sentence idea, opinion, view/theory without attributing the source adequately.

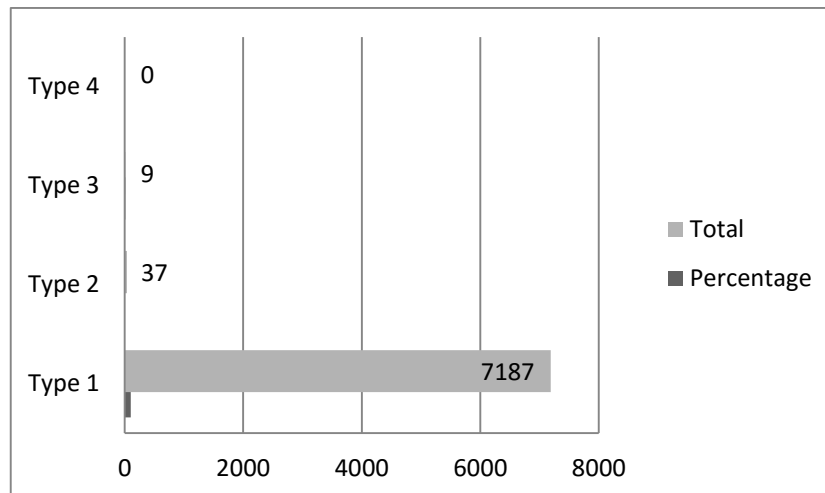


Figure 1. Diagram of Plagiarism Types in Students' Thesis

Other variety of plagiarism in students' theses

In identifying the types of plagiarism based on government rule no. 17 2010, the researcher found other appearances that were detected as plagiarism except those fourth types of plagiarism according to government. The detected plagiarism in this research was *chained plagiarism* (in Bahasa Indonesia *plagiarisme berantai*). This type of plagiarism related to the plagiarism that was done from one person then followed by another person and followed again by others. But, chained plagiarism found in this research was only found at the theses that discussed similar English skills or in short they have the same research scope. It was based on the research finding as follows:

Both of thesis were submitted at the same year (2011) by Sk and EA:

Many books, magazine, newspaper written in English are available in many countries around the world. It will open the new worlds of culture, business and travel opportunities. In this case, mastering English is very useful for the future. Therefore, the government gives full attention to the teaching English. It can be shown by the fact that it has been taught from the elementary school to universities. Even it has become one of the subjects that is examined to the students in national examination at since junior high school and at senior high schools. So, it plays an important role to decide whether the students pass or fail in the examination . . .

This paragraph was found at paragraph 8 of chapter 1 at Sk's theses and also found at paragraph 2 of chapter 2 at EA's theses. Then, this paragraph was also found at paragraph 12 of chapter 2 at Jn' theses (Jn's theses was submitted in

2010).

The causal factors of students engage in plagiarism

Main causes of plagiarism in students' writing

The figure 4.4 inferred that YL (young lecturer) thought that limited English proficiency as the main cause of plagiarism and SL (senior lecturer) thought educational/cultural background much influences the plagiarism actions. But both of them were dominant to choose limited English proficiency and educational/cultural background as the main determiner of plagiarism action.

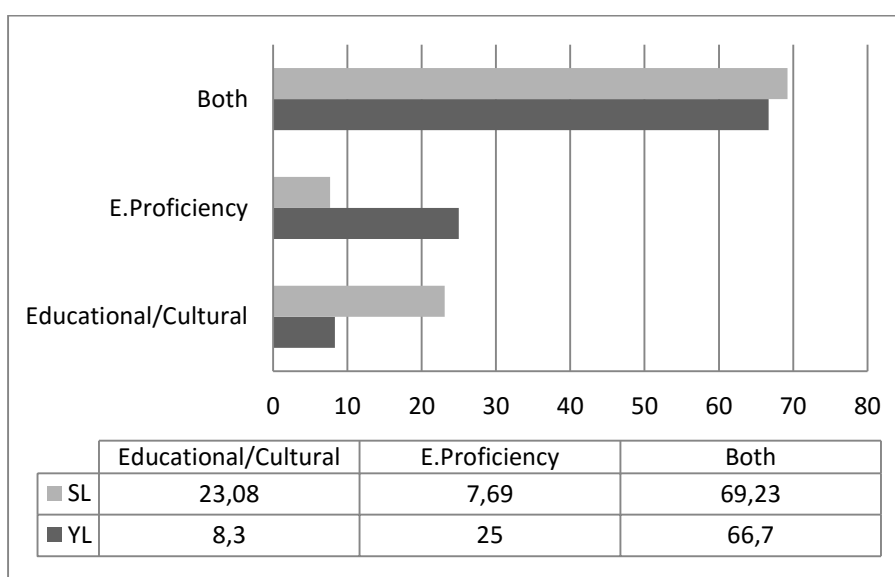


Figure 2. Display of Section A Responds

(It is reported that many students studying English at college have problems with plagiarism. What do you think is the most likely cause for that?)

Typical causes of students engage in plagiarism

Table 2. Display of Section B Responds

(Possible causes of Students Engage in Plagiarism)

	YL Mean	SL
1. Students have little experience using sources in their writing	50 (3.8)	49 (3.5)
2. Students do not know how to use sources in writing.	40 (3.1)	51 (3.6)
3. In our educational system, students are encouraged to use materials from their textbooks to answer essay questions in exams.	38 (2.9)	42 (3.0)
4. The library does not provide enough literature for students' reference	46 (3.5)	39 (2.8)

Note: the responds obtained from 4point Likert scale, where 4 = strongly agree and 1 = strongly disagree.

From the participants responding, it can be drawn that lack of knowledge and practice in using sources in writing and library resources were the dominant causes that trigger the plagiarism action.

Responses to plagiarism in students writing

Table 3. Display of Section C Responds
(Reaction to Plagiarism in Students' Writing)

	YL (13)	SL (14)
	Mean	
1. Students who copy in their writing should rewrite it	48 (3.7)	50 (3.5)
2. We should fail students who copy in their writing	38 (2.9)	35 (2.6)
3. Students who copy in their writing should be expelled from the school	29 (2.2)	30 (2.1)
4. Verbal warning is enough for students who are found to plagiarize for the first time	51 (3.9)	50 (3.5)
5. No action needs to be taken if trivial plagiarism is found in students' writing	18 (1.4)	14 (1)
6. Students should receive a reduced mark if they are found to plagiarize in their writing	49 (3.7)	52 (3.7)

Note: the responds obtained from 4point Likert scale, where 4 = strongly agree and 1 = strongly disagree.

Table 3. above showed that there was no strictly different respond from YL and SL. Both of the groups (YL: 3.7 and SL: 3.7) most agreed that students should receive a reduced mark if they are found to plagiarize in their writing to against plagiarism. But, for the students who are found to plagiarize for the first time, both YL (3.9) and SL (3.5) thought that verbal warning is enough to be taken.

Discussions

Thesis in this case was the last requirement to be fulfilled by the students to obtain the bachelor degree. It was placed at the end of the semester after a set of knowledge and practice related to their study field given. Moreover, arranging thesis was obliged in university level because there were so many experiences that can enrich their knowledge when they were conducted research. In conducting research, the students will have interactions in the real word of their study field. Here, the students may explore their thesis research problem as well as may find practical lesson for the theories that they have learned in lecturing. But, many

students were not aware that thesis was actually a product, a product that reflected their own skill in understanding a case in their study field through scientific writing form. *Shortcut* way was still chosen by some students to finish the thesis as soon as possible without considering the value of originality in writing. *Shortcut* way especially discussed in this study was plagiarism action.

Based on this research finding, the dominant type of plagiarism found in students theses was total plagiarism. The total plagiarism was the first type of four plagiarism types determined by government. It was quote the terms, word/sentence, data/info without attributing the source adequately. The total of plagiarism type 1 was 7187 frequency (99.36%). The total frequency was extremely leading to another type. This finding supported the previous research finding (Lo Castro & Masuko, 2002; Mc Cabe, 2005; Sharma, 2007) that explained plagiarism action became greater at university level. The high percentage of plagiarism type 1 indicated that the culture of copy paste in arranging thesis was the current problem in this research.

Then, the lowest plagiarism type occurred in the thesis was plagiarism type 4 (0 %), that was formulated by using own words and sentence from source of word and sentence idea, opinion, view/theory without attributing the source adequately. It means that the students did not try to modify others' writing but rather to take up directly the terms, word/sentence, data/info into their writing.

Besides four type of plagiarism according to Government n.o 17 2010, the other types of plagiarism was found and then formulated based on their own characteristics respectively. The type was *chained plagiarism*. This type was a series of paragraph that were found at more than three theses from the same or different submission year in similar scope of study. This type was actually expressed that plagiarism became the culture today because ignoring the source was trending and putting the data/sentences anywhere in thesis was treated as *customary*. Then, according to students' way to access, copy or obtain the concept/words/ phrase/sentences/research data, there were two types of plagiarism. They were *net and local plagiarism*. So in writing the thesis, students go through two layer sources (from internet and local writing) and intentionally or unintentionally failed to quote the source. The *net* and *local* plagiarism also have

described before by Abasi (2008). He explained that *global* and *local patchwriting* were the students' writing style. The differences between *global* and *local patchwriting* of Abasi with this research was *global* and *local patchwriting* here means the strategy of students to put others' idea into their own writing, while *net* and *local* plagiarism in this research means the source of the data taken by students to add the material in their thesis writing.

This research also tried to describe the level of plagiarism in each chapter of the theses. Based on the research finding, the most strategic chance to make plagiarism was in chapter 2 (78.53%), then in chapter 1 (15.01%) and in range chapter 3 (4.73%), 4 (1.22%) and 5 (0.51%). It was true that chapter 2 consists of the related theories from many sources that evoke quoting sources inadequately and no paraphrase. From the range of data, it infers that most of the students in writing their theses did not try to making up the research data in chapter 4 and 5. The most ultimate problem was in put others' writing in chapter 2 and 1.

Regarding to the second research question of the causes of plagiarism, the finding of the research revealed that limited English proficiency and educational/cultural background are the main causes of the students engage in plagiarism. Limited English proficiency here means the students lack of knowledge in referencing, and educational/cultural background means the pre-knowledge of students before in the previous level of study. Then, the most possible causes of students engage in plagiarism was the students have little experience using sources in writing. This finding went to the previous finding (Dordoy, 2002; Breen & Maasen, 2005); Devlin & Gay, 2007; Madray, 2007; Sharma, 2007; Turabian, 2007; Yakovchuk, 2008; Hu & Lei, 2012; Nicolau, 2012; Ashworth, 2012) that the students lack in using sources and paraphrasing. This was strengthened by the data from the plagiarism analysis on 53 theses that chapter 2 followed by chapter 1 were the central place of plagiarism types 1 occurred because poorly quotation and no paraphrase.

The next possible cause of plagiarism was the library does not provide enough literature to reference. Naim & Patak (2012) also argued that traditional style of library contributed to plagiarism action. Limited access to international journals also became the problems of students to be able to observe others'

writing in another setting. Besides that, there was no standard rule provided specifically by institution regarding to plagiarism action in research. So, plagiarism was viewed as casual issue that was easily tolerated without considering the academic integrity as expressed by CIA (Centre of Academic Integrity) that honesty, trust, fairness, respect and responsibility were five properties to be kept in academic culture.

Plagiarism also depends on the students' personality. Wanting to finish the thesis in short time lead them to conduct academic dishonesty. It was confirmed others' finding (Erkaya, 2009; Mikeshin, 2011) stated that plagiarism was the effective way to save time in accomplishing the task. Behavioral reason was also emphasized by Siaputra that procrastination psychologically correlate significantly to the plagiarism action. Procrastination means piled up jobs and ended by unaffordable to reach deadline of task submission deadline. When this was happened, plagiarism became unavoidable option. Moreover, it was seriously affected by wanting to obtain better grade in *shortcut way* as Dordoy, 2002 and Sharma, 2007 also reported that plagiarism was comfortable zone perceived by students to get higher score.

After identifying the types and causes, so the solution against plagiarism according to the lecturers were if the students caught involving in plagiarism action, the action that should be taken were reducing mark and ask the students to rewrite the writing. The solution given by lecturers due to the research findings on 53 students' theses showed that the dominant factors of plagiarism action occurred in students' writing because lack of knowledge in using sources. It was proofed by the highest percentage of plagiarism at any type turned to chapter 1 and 2 where literature much used on those chapters. While in chapter 3, 4 and 5 that related to the students' own systematic thinking of research, plagiarism at any types were decreased sharply. In addition, verbal warning was enough for students engage in plagiarism at the first time, and then followed by socialization of plagiarism.

Conclusions

According to the description of findings and discussion, it can be concluded that the types and causes of plagiarism as the following:

1. quote the terms, word/sentence, data/info without attributing the source adequately, 99.36%; quote randomly the terms, word/sentence, data/info without attributing the source adequately, 0.51; use source of idea, opinion, view/theory without attributing the source adequately, 0.13; and formulate by using own words and sentence from source of word and sentence idea, opinion, view/theory without attributing the source adequately, 0%;
2. another type is chained plagiarism;
3. chapter 1 and 2 of most of theses are the most frequent place for plagiarism types occurred;
4. the causes of students engage in plagiarism can be divided into four main causes: a) lack of knowledge in referencing and quoting; b) limited access of literature; c) attitude; and d) administratively plagiarism is not managed yet.

Suggestions

The suggestions below arranged from the causes of plagiarism happened at two colleges in this research:

1. familiarizing, socialization, follow up activity and founding regarding to plagiarism should be activated. Intensive counseling from the advisors should be maximize to prevent any types of plagiarism action occurred in thesis;
2. for the students, should be more aware of the originality of the thesis and wise toward any sources. Besides that, the students also should enrich the knowledge of referencing and paraphrasing as those two way prevent actively to plagiarism action;
3. for the colleges, should try to organize the standard rule clearly and firmly and introduce plagiarism detectors to reduce the plagiarism action;
4. plagiarism should be inserted to the sub-topic of research misconduct in educational research subject to avoid plagiarism in students' theses.

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